The Place of Technology during Teaching Grammar, Reading, Listening, and Speaking in the Education System

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ANNOTATION

This article discusses the role of modern technologies and the benefits of using technology in the education system. Especially for teaching grammar, listening, speaking, and reading comprehension.

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Technology plays a significant role in the education system. Technology means using various devices when conducting lessons in the classroom such as a computer, projector, and various sites. The use of digital technology in language instruction has a long and increasingly varied history, which has frequently been split into three phases, or approaches. according to observers to these periods as "restricted," "open," and "integrated". The 'restricted' phase is essentially learner engagement with the computer, primarily through the keyboard, with preset feedback on right and wrong replies. The "integrated" approach, which was just getting started in 2003, involved computer-mediated communication, early internet and email use, multimedia developments, and frequent interaction with other students. The "open" phase involves more peer interaction and using the computer for simulations, games, and extended writing. Understandably, as each stage advances historically, the scope, focus, and dividing lines between them shift. A change from the idea of creating "materials" (as in content created for learners' use) to harnessing and exploitation of "tools"—both those originally designed for language learning and teaching and those adopted and adapted from an alternative intended use—is another feature of the development of digital educational (and non-educational) approaches in recent years. Additionally, the chapter will largely only focus on those tools or materials whose design or distribution may be claimed to truly utilize a digital mode or media. For instance, although though language corpora depend on computer technology to be created and used, they have an equal impact on print materials and are not the main topic of this article. In the past few years, there has been a rapidly growing trend toward wholly online learning, where the professor puts together a course framework with instructional videos and related readings, tests, and activities. Flipped classes, also known as "blended" classes, deliver video lectures and other online materials before class, thereby enhancing and deepening classroom discussion. Students can participate in forums, tests, and peer-to-peer evaluations online with little to no instructor involvement. Such courses can easily be turned into "massive open online courses," or MOOCs, given adequate server space.

This allows for the global distribution of education and flexible scheduling for pupils. The flipped and MOOC phenomenon, in turn, has promoted the adoption of numerous new tools enabling the construction of mobile, desktop, and internet apps. Language teachers are increasingly creating their own online teaching and learning resources, suited to the specific needs of their students and classes, and motivating students to do the same. This is due to how simple and widely accessible digital technologies are. In order to practice languages and establish mastery, generating projects and other resources has much more value than only studying and taking tests. This overview will also offer suggestions for how to use software and websites in communicative and creative approaches to language learning, as well as a brief examination of the pedagogical theories that underpin the creation of teacher and student materials.

CALL resources easily provide students with the foundation for mastery orientation, in contrast to typical language classes that focus largely on performance orientation or assessments. A program like Quizlet (quizlet.com), for instance, can be used to quickly generate tests, but students can also use it to make their own self-tests, practice games, and flashcards with definitions, media (including audio and video) for illustrations, a record-keeping system, and an archive where productions may be shared with other users. On a more basic level, students can rapidly construct customized flashcards using PowerPoint by adding photos from a Google search, drawings, music, video, or any combination of these. Both the process of creating the materials and practicing with the finished goods contribute to learning. The teachers' job is to guide the students in finding and organizing the right materials and making the best use of the tool, not to produce the products themselves. The use of content- and project-based learning (CBL and PBL) as a method for teaching language is inspiring. Mastery orientation is higher when students have the opportunity to select the material they will learn or are given the opportunity to investigate a topic or process, especially when CBL and PBL are carried out in teams with clearly defined roles. Web Quests (webquest.org) are structured projects that have been used successfully with both adults and even very young children in situations where Web access is strictly controlled. The quest may take the form of an open-ended research paper on a topic of the student's choosing at the Quest Garden (quest garden .com), which also has a template for creating quests, quests can be archived and shared for a small fee. In iEARN (International Resource and Education Network, www.iearn.org), for instance, students work on projects to advance their learning and "make a difference" in the world. Teachers who are interested in online projects can guide their classes to global collaborations. Students of all ages use technology tools to solve problems, create and share the physical product that results, and this practice is becoming more and more common in the Maker Movement. Teachers can assign students to record their activities as podcasts to practice speaking and listening (see, for instance, PodOmatic at www. Podomatic.com, which also has a mobile app. Peer review and formative assessment are permitted in the comment section, and an RSS feed notifies the teacher when fresh materials are available. Students can record an activity, pronunciation lesson, or narrative using a more advanced tool like VoiceThread (voicethread.com; also available for mobile devices). Other students (and the teacher) can leave audio comments on the output or participate in-person Use Google Hangouts or Skype (www.hangouts.com) to communicate. Other methods for conducting live "conference calls" on a computer or mobile device include using Google Hangouts (google.com). Students can work together on a project or receive feedback from their teacher during a virtual office hour. ANVILL (2011), a free online course management system, goes far beyond the traditional language lab by giving teachers the tools to create listening materials and enabling students to discuss subjects aloud (or in text) on voiceboards. The teacher's job with each of these resources is to plan the lesson, create the prompts or topic, point the students in the direction of the proper resource, and conduct formative evaluation. Electronic voice

tools typically require a headset (microphone, speakers, or earbuds) to function, are intuitive to use, and use icons to represent controls. In order to improve their own speaking and listening abilities, students' roles are to create presentations or engage in meaningful conversation. Wikis and Google Drive, the wiki equivalent of the Swiss Army Knife, are popular tools for composition and writing practice. google .com/), provide the media-enhanced beauty of a webpage with little of the effort. Students can create documents, add audio, video, and images, and download them in a variety of print-ready formats.Wikis can be easily revised and updated by others, in contrast to blogs, which create a more static record of student writing (see Edublogs, edublogs .org/; see also PBWorks' education version, www.Pbworks (http://pbworks.com). With a text chat box, Google audio chat, or Skype on the side, students can collaborate in real time on a page in Drive. They can see each other's changes and corrections in real time and discuss them. Peer editing and the development of collaborative projects have a lot of potential. Drive offers presentations, spreadsheets with graphs that are automatically generated, forms (for making quizzes or flashcards, among other things), and even drawing tools. However, the teacher must start with a rubric for the assessment of creative projects that students can complete in a class with lots of media, preferably one that was created with the help of the students. The second author and a colleague instructed 28 teachers in a 9-credit educational technology sequence as the capstone course for a master's degree in educational technology. Their objectives were to provide teachers with more knowledge of educational psychology, educational technology, and how these fields interact in professional practice. The acquisition of practical advanced technology skills by teachers was another objective of the course. These goals were achieved through the use of a design-based approach. To convey a crucial educational concept, teachers created two iVideos (idea-based videos) in groups (Wong et al., under consideration). The use of technology in library sciences, affective online communication, and appropriate technology use were some of the self-selected topics for the videos. The teachers had to learn the technology within the context of conveying their understanding of bigger ideas that serve as the foundation of their own practice, as opposed to learning the decontextualized skill of producing and editing digital video. The majority of the time was spent by students working in groups to storyboard, film, digitize, edit, revise, and solicit feedback on their ideas. Regular times were set aside by the instructors for the entire class to view and comment on participants' work in progress. They uploaded different iterations of their iVideos to a website so that comments from other master's-level courses could be used as motivation to modify and redesign. Once the films were finished, they were screened for an audience of about 80 summer session participants before being uploaded to the website for viewing and feedback by those not enrolled in the summer school. The design strategy frequently produces classrooms that feel and look very different from what is typically offered at universities. This was especially true in this instance. In order to talk, film, edit, storyboard, discuss, screen, and preview video, the teachers dispersed throughout the school's other rooms, the hallway, outside, and any other space they could find. Teachers worked in the lab and in their dorms well past the end of the school day on these projects, which continued well after the bell had rung. The number of technologies that were learned was impressive considering that there was no list of skills that teachers had to master and that their grade was not determined by how well they had learned particular skills. These included knowledge of how to use digital cameras (still and video), how to edit video and images using iMovie, Adobe Premiere, and Adobe Photoshop, how to perform Internet searches, how to upload and download files using FTP or other methods, and how to design websites using FrontPage or Dreamweaver. In addition to these specific skills, students also studied fundamental information technology principles, including Internet protocols, file formats and organization, and video compression technologies (codecs). Learning about the nuances and connections between and among tools, actors, and contexts was more crucial than mastering specific technological skills. Technology was acquired in the context of communicating metaphors and educational

ideas. In just two minutes of video, teachers learned a lot about how to focus a message, use symbols and images to effectively communicate ideas, inspire audiences, collaborate in groups, provide and receive feedback, and communicate with audiences. Example 2: Redesigning e-learning websites.The first course on the design and educational applications of Web-based technologies addressed technical, pedagogical, and social issues. In this graduate-level class, the majority of the students were working K–12 teachers who brought a wealth of experience and expertise to the subject of teaching and learning. In addition to learning interactive Web-based technology, students in this course were expected to produce abstract knowledge about designing educational technology by working in groups on four different design projects. Each group member participated in learning activities that required them to take seriously the study of technology, education, the interface between the two, and the social dynamics of working with others. Participants in this course worked on redesigning already-existing websites or online resources. By putting such a strong emphasis on redesign, it was possible to prevent participants from spending too much time reading about the subject and instead get them to concentrate on the important questions surrounding content, pedagogy, and technology. Four groups of sixteen teachers, each with a different task to redesign, were formed. These included redesigning a database on the theory and application of educational psychology as well as a Web publishing course for middle school students. Teachers in this class also took part in journaling, final written group reflections on the design process, project presentations and critiques, synchronous online discussions, and whole-class discussions. Teachers were forced to take the intricate connections between technology and education seriously because they were involved in real-world design projects involving educational technology. The redesign projects compelled the participants to give careful consideration to assessing the needs. Individual groups, for instance, studied QuickTime VR, JavaScript, Web-based databases, and various tools for building websites and manipulating images. They achieved this by reading instruction manuals, conversing with one another and the instructor, as well as looking for other local authorities who were readily available.

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